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Health and Personal Life Skills 7

Learning Facilitator's Manual



Module 2: Relating to Others



**Distance
Learning**

Alberta
EDUCATION

Note

This Health and Personal Life Skills Learning Facilitator's Manual contains answers to teacher-assessed assignments and the final test; therefore, it should be kept secure by the teacher. Students should not have access to these assignments or the final test until they are assigned in a supervised situation. The answers should be stored securely by the teacher at all times.

Health and Personal Life Skills 7
Learning Facilitator's Manual
Module 2
Relating to Others
Alberta Distance Learning Centre
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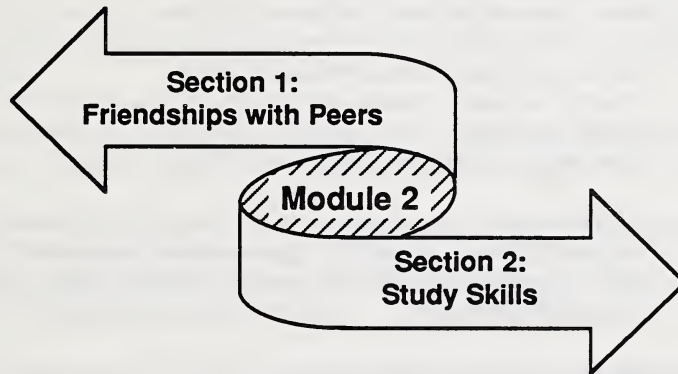
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Module 2: Relating to Others – Overview

This module is organized into two sections which are represented graphically below. Section 1 focuses on the importance of friendships. It is designed to help students recognize the qualities of a friend and the influences friends and peer groups can have on them. Students should realize that parental concern over their children's friends is natural. In Section 2 the students will learn the importance of study and work skills, and will have the opportunity to practise some of these skills.



Evaluation

The evaluation of this module will be based on two section assignments.

Section 1 Assignment	80%
Section 2 Assignment	<u>20%</u>
TOTAL	100%

Recommended Learning Resources

Following is a list of recommended learning resources that can be used for *Theme II – Relating to Others* at the Grade 7 level. When the resource can be used for more than one grade, it is cross-referenced. All resources are available from the Learning Resources Distributing Centre, unless otherwise specified.

- *Choices for Living 7, Teacher Resource Guide*
Gibb, Sharon. Toronto, Ontario: Doubleday Canada Limited, 1987.
(teacher resource)
Note: also used for Grade 7 – Themes I, III, IV
- *Discovering Yourself, Teacher Resource Book*
Doherty, Maryanne. Toronto, Ontario: GLC/Silver Burdett Publishers, 1986.
(teacher resource)
Note: also used for Grade 7 – Themes I, III, IV
- *Get Used to Me*
Produced by Paulist Films, 1976. Distributed by International Telefilm Enterprises. Videotape dub (16 minutes) BPN VC265301 available from ACCESS Network Media Resource Centre.
(16 mm film/videotape)
- *Lifestyle 1 Teacher's Guide*
Campbell, Judith. Toronto, Ontario: Globe/Modern Curriculum Press, 1986.
(teacher resource)
Note: also used for Grade 7 – Themes, I, III, IV

Section 1: Friendships with Peers

Key Concepts

- friendships
- influence of friends
- developing new friendships
- parents

Section 1 should help students understand friendships better and learn ways in which they can become better friends. After completing this section students should be able to identify many qualities of a friend.

This section concentrates on the influence of friends, and students will learn to recognize positive and negative influences. Students will also study the difference between a *group* and a *clique*.

The idea that relationships develop according to mutual needs, values, and expectations is also discussed in this section. Relationships change, and friendships result from choices that students make. Whom they choose as friends is up to them. An important thing for students to remember is that they have to be friends in order to have friends.

This section also deals with why parents or guardians are concerned over their children's friends and students are offered suggestions as to how they can make this potential conflict less stressful. The section looks at why parents or guardians have difficulty giving their children more independence and how the students can help to improve this situation.

Section 1: Activity 1

1. Friends are dependable, loyal, honest, helpful, caring, sincere, supportive, and understanding. Read pages 65 to 69 in your textbook to get some information about the qualities of friends. Then write your own definitions for the following words.

Students' definitions will vary, but they should come close to the following definitions.

- a. Dependable: *to be reliable or to be worthy of trust*
- b. Loyal: *faithful to a person, idea, or cause*
- c. Honest: *truthful and trustworthy*
- d. Helpful: *to be of aid or service*
- e. Caring: *sympathetic or concerned*
- f. Sincere: *honest, genuine in feeling*

- g. Supportive: *actively defending or assisting*
 - h. Understanding: *sympathetic or tolerant; also, to realize the true character of a person or idea*
2. a. List some other qualities that you feel are important for a friend to have.

The students may mention qualities such as communication, listening, sensitivity, ability to give and take, accepting, sharing, and trusting. These are a few examples to help you correct the students' work. Discuss the qualities the students listed with them, and have them give reasons for listing each quality.

- b. What do you feel is the most important quality for a friend to have? Why? Explain in four or five sentences.

Answers will vary. Check to see that the students have mentioned positive qualities, and that they have explained why they feel those qualities are important.

This is a good time to talk with the students about their own qualities as friends.

3. Friends know you, care for you, accept you as you are, and usually share many of the same interests as you.

Does the above statement describe your friends? Explain in a few sentences.

If the students say "yes," look for the reasons. For example, if they have had the same friends for five years, they probably call each other every night and talk over their problems. Students may indicate that their friends help to solve problems by listening and giving suggestions. Some students may explain that even though they are clumsy, their friends do not make fun of them. Other students may explain that they both like the same music and sports as their friends.

If the students answer "no," look for reasons why the definition does not fit their friends. For example, their friends may not listen to them when they have a problem, or their friends tease them, and so on.

4. a. Write a paragraph describing how you feel when a friend teases you or hurts your feelings.

Answers will vary. Look for evidence that the students feel hurt, sad, unhappy, angry, disappointed, shy, silly, or stupid, and so on when their friends tease them.

- b. How do you feel when you tease a friend? Write a paragraph describing your feelings when you're the one doing the teasing.

Answers will vary. In the paragraph, look for expression of feelings of power, control, anger, playfulness, or trying to impress others.

- c. Now compare the two paragraphs.

Students should describe the two different kinds of feelings as mentioned in their paragraphs.

- d. List some ways to avoid hurt feelings.

To avoid hurt feelings, you must remember that friends can make mistakes and no one is perfect. If a friend teases or hurts you, these times should be few. You must remember that friendships may require forgiveness and acceptance, and that there are good times and bad times, even in good friendships.

Teaching Suggestions

For Activity 1, questions 1 to 4, you might have students brainstorm the qualities they would want their friends to have. Discuss the case studies on pages 65 to 69 of the textbook. You could ask students to answer individually or in groups as to how they would handle each of the case studies.

Students could create their own case studies, and then the class or group could be involved in brainstorming helpful solutions.

Students could be placed in groups to discuss why communication is important to a friendship. This should be done as an introduction to the communication section. You might be able to have students give examples of how communication has helped them, and how the lack of it may have hurt a friendship.

5. After reading “Am I a good friend?” write the qualities you have that make you a good friend and give an example of each quality.

Qualities such as trustworthy, honest, caring, sharing, understanding, sympathetic, dependable, loyal, supportive, helpful, sincere, and friendly could be included. The students should be able to give examples demonstrating each of the qualities listed. For example, if the students listed “understanding,” they might explain that they would listen to their friends’ concerns, and try to help their friends if they were feeling sad. Discuss these answers with the students, and have them explain their answers.

6. Why do you think you would enjoy talking with an active listener?

Answers will vary, but students’ answers should be similar to the following: I would enjoy talking with an active listener because I would feel that what I am saying is important to the listener, that the listener cares about me, that the listener understands me, and that the listener accepts me.

7. Reread the “Communication” section on page 69 in the textbook. Then explain why communication is important to a friendship. Write your answer in two or three complete sentences.

Look for the following kinds of answers. Communication means sharing feelings, thoughts, and opinions with others and accepting their opinions and feelings even if they are different from your own. Communication gives you the opportunity to get to know another person. You have to know and understand someone in order to form a good friendship with that person.

Teaching Suggestions

Students could be placed in small groups to brainstorm answers to questions 6 and 7.

Section 1: Activity 2

Do either Part A or Part B

Part A

1. Did Tony have a positive influence or a negative influence on Jim? Explain your answer.

Tony influenced Jim in a positive or good way. It was a good influence because it brought Jim into a new experience and taught him some new skills. It brought Tony and Jim closer, and they developed an even better understanding of each other.

Students' answers should express ideas similar to those in the answer above.

Teaching Suggestions

You could have students make up their own case studies to be handed in anonymously. Then working in groups, the students could attempt to find solutions for their concerns. This activity could be done through the form of a question box. Cut a slot in the lid of a shoe box, and cover the box and lid separately with coloured paper. The students can place their case studies in the box through the slotted lid. You can have each group pick a concern and work at finding possible solutions. This box can be reused whenever anonymity is needed.

2. a. If you were Vicky, what would you do?

Students' answers will vary; but a typical answer follows.

I would consider telling the teacher I cheated. I could leave Carrie out of it but the teacher would be aware we both got 100% and probably figure out that Carrie cheated also. Even if I didn't tell the teacher I would not cheat again. I would also try to convince Carrie not to cheat either. I would tell her that cheating might help us get the quizzes correct, but the exams will still prove that we do not know the work.

- b. How can Vicky now influence Carrie?

If Vicky were to confess to the teacher or to choose not to cheat again, she would be a positive influence on Carrie. Carrie might be angry, but deep down she will know that Vicky was being honest.

If Vicky were to continue cheating with Carrie, Vicky would be supporting and participating in dishonesty, and this would influence Carrie negatively.

Part B

3. What types of friendships existed in the video?

The video focuses on three friendships:

- *the father-daughter friendship*
- *the peer (classmates) friendship*
- *the friendship that develops between Kay and the girl when Kay participates in the school activity*

4. What were the positive influences of these friendships?

In the daughter-father relationship, there is good communication. Both Kay and her father cared about and accepted each other's thoughts and feelings. They felt comfortable around each other and could be themselves when they were together. Kay and her father had respect for each other and shared many of the same interests, concerns, likes, and dislikes. Kay and her father were sensitive to each other. For example, when Kay did not have a lot of friends, her father sympathized; and when Kay's classmates laughed at the fact her dad shoveled garbage, Kay felt uneasy.

In the peer friendship that existed, many good times were shared while at school. The classmates enjoyed participating in activities with their friends. They accepted everyone for who they were.

At the end of the video, Kay meets a friend whom she feels good about. Before this, Kay could not count on friends to help her when she was feeling down. She could not count on people to listen to her when she needed to share her feelings and secrets.

5. Make a list of at least five ways in which friends have influenced you. Remember, friends can be older or younger than yourself.

Example answers are as follows:

- *Even though I just learned how to play basketball, my friends encouraged me to try out for the team.*
- *None of my friends smoke. When I thought about trying it, they told me not to.*
- *I don't like to swim, but my friends encouraged me to take lessons with them. Now I enjoy swimming.*
- *I draw well, and my friends encouraged me to enter an art contest.*
- *The friends I hang around with all wear brand-name clothes. I soon found myself buying brand-name clothes, too.*

Students' answers will vary, but may be similar to the above.

6. Have you influenced your friends in some ways? If yes, explain how in complete sentences.

Students' answers will vary. Check that students have clearly explained how they have influenced their friends.

Some examples could be

- *starting a fashion trend*
- *talking a certain way*
- *acting in a certain manner*
- *establishing an attitude toward a new student*
- *influencing friends to do homework by helping them with it*

Teaching Suggestions

Students could brainstorm while you write on the blackboard the many different ways students have influenced their friends. This method will show students in the class the wide variety of influences. You may discuss with the class whether the influences are positive or negative.

7. a. Do you think Don belonged to a group or a clique? Explain your answer.

Don seems to belong to a clique. He did not seem willing to ask David to come with the group because he would not fit in. This seems to go beyond a group sharing a common interest. It seems more like a clique that excludes people because they are different.

- b. Can a group ever become a clique? Explain.

A group may start out sharing common interests, but, depending on the people involved, it may easily develop into an exclusive clique.

Students may volunteer answers about cliques that they see around their environments.

8. Using the text as a guide only, write down your own definition of *personal conscience*.

Personal conscience is one's sense of knowing right from wrong.

Decisions are influenced by what one believes to be right or wrong. To understand this, the students must be aware of their own values.

*You may want to discuss the concept of **personal conscience** with students in a group.*

Teaching Suggestions

You may want to have students form small groups and discuss the choices they make daily. (Examples of such choices are deciding what clothes to wear, and what to do with free time.) Next, guide them to the idea that they also choose their friends. Have them discuss in their small groups how they choose their friends and what influences them to choose a certain person for a friend. Each group leader can then present the group's conclusion to the class. It is important that the students realize they make their choices based on their personal consciences. A lot of class discussion is encouraged with this section because it is important to realize the wide variety of influences friends exert and the difficulty of dealing with some of these influences.

Section 1: Activity 3**Teacher Suggestions**

You may want to use the following as an introduction to “New Friendships.”

Have students sit in a circle. Each student must interview the person to the right by asking the following questions:

- What is your name, age, and grade?
- How many sisters and brothers do you have?
- Do you have any pets? What makes them special?
- What are your hobbies, favourite games, sports, television shows, or movies?

Give them about five minutes to interview the other student. Next, have students introduce the people they interviewed to the group.

You may wish to establish a pen pal program. To organize this, you would need a writing address (for example, a school in another city, province, or country).

To encourage forming friendships with people from different ethnic and cultural backgrounds, try contacting these groups at the local community level (if applicable), or try contacting ethnic associations in larger centres, such as Edmonton or Calgary.

The preceding suggestions can involve your students, giving them an opportunity to learn about other students, schools, and cultures, while simultaneously practising friendship-forming skills.

1. Choose one interest you have or activity you like. Then list five places you could go to meet a friend who has the same interest.

Answers will vary depending on the interests of the students. The following chart shows an example only.

Interest:
Five places I could go to meet a friend:
• <i>join the school band</i>
• <i>go to concerts</i>
• <i>join the community marching band</i>
• <i>check community bulletin boards</i>
• <i>go to youth clubs and dances</i>

Other places could include music stores, newspaper ads, and university or college bulletin boards and events.

Teaching Suggestions

You may wish to have students who have similar interests compare answers in order to see the wide variety of places available to meet people. The whole class could discuss this question as it may help many students identify places to meet new friends.

2. Using your own words where possible, list the seven suggestions for making new friends that are given in your textbook on pages 73 and 74.
 - *Be dependable and trustworthy.*
 - *Listen attentively when others are talking.*
 - *Be true to your friends. Don't talk about them behind their backs.*
 - *Try to be open and honest about your thoughts and feelings.*
 - *Apologize when you make mistakes, and forgive others when they hurt you.*
 - *Go out of your way to be friendly.*
 - *Don't be quick to judge people; be accepting of others.*

Teaching Suggestions

You may wish to have the students discuss what influences, traits, and characteristics they consider when making new friends. This would help the students focus on their interests and values. An attempt could be made to show students the variety of things that could influence them in choosing friends. You will also find that there will be a lot of similar answers regarding the influences, traits, and characteristics considered important by the students.

3. What might influence you when choosing a new friend? List at least five things. Use point form.

Answers will vary but students should mention choosing friends who are honest, loyal, reliable, good listeners, understanding, accepting, willing to make an effort, tolerant, friendly, caring, and so on. There is such a large number of influences, that it is important to discuss with the students why they chose the ones they did.

Section 1: Activity 4

Teaching Suggestions

You may want to use these two activities when discussing parents or guardians with the students.

Student Activity: The Wonderful World of Parenting

Part A: The Advice Column

You have been hired for the job of Ms. HAPLS (Health and Personal Life Skills), who writes a daily advice column for your local paper. Answer the following letter from a concerned Grade 7 student.

Dear Ms. HAPLS:

Ever since I entered junior high school, my folks have been acting really strange. They always seem to be worrying about me, checking out my friends, and asking a lot of questions. When I was in elementary school, they never seemed to worry. Why all the fuss now? What are they concerned about, anyway?

Yours truly,

Jumpy in Junior High¹

¹ "The Wonderful World of Parenting," *Junior High School Teacher Resource Manual, Health and Personal Life Skills, Curriculum*, Alberta Education, 1987, p. 52.

Part B: The Feature Editor

After several months of doing a terrific job on the advice column, you find yourself promoted to the position of feature editor. Your first job as feature editor is very similar to your first assignment as advice columnist: you are to interview Grade 7 students to answer two questions.

1. What advice would Grade 7 students give to the parents who want to understand the lives of their teenage children and create a positive family environment?
2. What advice would Grade 7 students give their junior high school friends about relating more positively to their parents?

Write a brief article (point form) giving five pieces of advice for parents and five pieces of advice for junior high students.¹

1. a. Have you ever been in a situation similar to Lesley's? Have you ever felt the way Lesley feels?

Whether the students answer positively or negatively, look for reasons for their responses.

- b. Why do you think Lesley's mother asked Lesley those questions? Make a list of reasons.

Answers will vary but they should be similar to the following:

- *Parents often don't know your friends, and, therefore, are concerned about how they might influence you.*
- *Lesley's mother was concerned for her daughter's safety.*
- *Lesley's mother may have to reach Lesley in case of an emergency, and would need to know where to reach her.*
- *Lesley's mother feels she is losing control over her daughter.*

¹ "The Wonderful World of Parenting," *Junior High School Teacher Resource Manual, Health and Personal Life Skills, Curriculum*, Alberta Education, 1987, p. 52.

- c. Suggest some ways to help Lesley solve her problem.

Some ways Lesley could solve the problem include

- *bringing her friends home*
- *introducing her friends to her parents*
- *talking to her parents about her activities and her friends*

Students should come to realize that the more parents or guardians know about their friends, the more comfortable parents or guardians will feel giving their children the independence to go places with their friends.

Teaching Suggestions

You may brainstorm answers to Lesley's problem with the class. Students may realize that they are in a situation similar to Lesley's with their parents.

Discussing these answers as a group will help the students learn many effective ways of avoiding conflict with their parents or guardians.

After brainstorming you could direct the students to the decision-making model in Module 1 to solve Lesley's problem.

2. Think of one thing that you could do for your family without being asked, and then follow through by actually doing it.

- a. Name the thing that you did for your family without being asked.

This answer will vary with each student, but some examples might include making supper, taking out the garbage, doing the laundry, making the beds, vacuuming the house, and cleaning one's bedroom.

- b. How did your parents or guardians react when they saw what you did?

The parents or guardians would probably be happy, excited, and proud of the child's independence, and possibly curious about the child's motives.

Remember each answer will vary, depending on the students' perspectives.

- c. How did you feel after everyone noticed what you had done?

The students would probably feel proud, happy, excited, valuable, independent, or worthwhile. Again, these are only some of the possibilities.

Teaching Suggestions

Discuss all the parts of question 2 with the students and have them explain their answers.

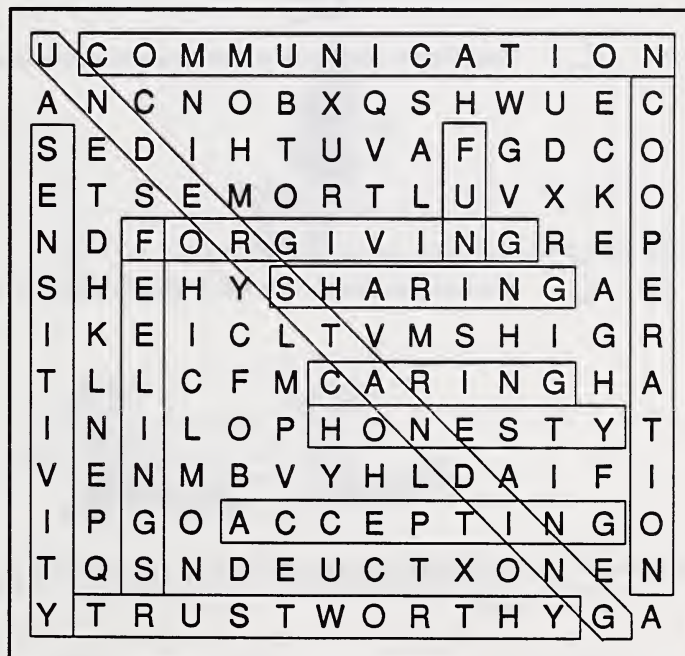
This could also be done in small group settings. The members of each group could share their discoveries with each other and comparisons could be made.

Section 1: Follow-Up Activities

Extra Help

1. Friends have many different qualities. Think about the qualities you would want a friend to have. Then try to locate the following words in the word find puzzle. The words may be horizontal, vertical, or diagonal.

These are the answers for the word find.



2. Read the following statements. If you feel the statement is a positive influence, place a **P** in the blank space to the left of the statement. If the statement is a negative influence, place an **N** in the blank space.

- a. N Your friends tell you to call another student “fatso.”



- b. N You make faces behind the teacher’s back, and your friends laugh with you.



- c. P Your friends come with you to meet and welcome a new student.



- d. N You and your friends kick the neighbour’s dog for no reason.



- e. P Your friends congratulate you on your effort in a race, even though you didn’t win.

- f. P Your friends help you study for a math exam.



- g. P Your friends go with you to report a thief who you saw steal a bike at school.



- h. N Your friends tease you about your new haircut.



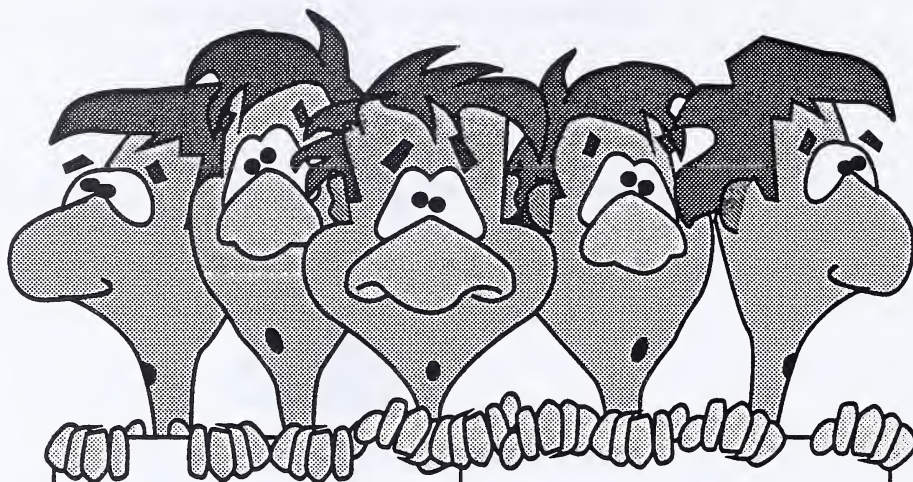
- i. P You are not very good at playing the guitar, but your friends tell you that you will improve with practice.



- j. N You are angry at someone, and your friends tell you to fight the person.

The responses to these questions could prompt discussion among students.

3. Match each of the skills in List A with a definition or phrase from List B. Write the number of the definition in the space provided to the left of the skill.



List A – Skills

- a. (5) being a good listener
- b. (2) being loyal
- c. (3) communicating openly
- d. (1) being tolerant
- e. (4) making an effort
- f. (7) giving friends a chance
- g. (6) being reliable

List B – Definitions

- (1) having the ability to accept and handle mistakes
- (2) standing up for or offering support when needed
- (3) truthfully sharing opinions and thoughts
- (4) working to form friendships
- (5) a skill needed to learn about another person
- (6) trustworthy and dependable
- (7) being patient and taking the time to really get to know someone

Teaching Suggestions

You may want to discuss what these skills mean to the students and have the students give examples illustrating each of the skills.

4. Page 73 of your textbook lists three ways to help you deal with the concerns that your parents or guardians may have about your friends. List these three ways in your own words.
 - *Introduce your friends to your parents. Parents feel more comfortable when they can associate a name with a face.*
 - *Be sure your parents know your friends. Have your friends come to your home for sleepovers, meals, studying, and so on.*
 - *Talk to your parents about your friends and the activities you are involved in with your friends. This way your parents have a good idea of what you and your friends do when you are together.*

Enrichment

Do either part A or Part B.

Part A

1. Interview one adult and one teenager to find out what qualities they look for in a friend. Using their answers, fill in the following chart. Then circle the qualities common to the three of you. Many of these qualities will be the same as those you learned about in this section.

Desirable Qualities in a Friend

From Your Point of View	From a Teenager's Point of View	From an Adult's Point of View

Look for qualities such as honesty, trustworthiness, friendliness, sincerity, acceptance, caring, understanding, loyalty, sharing, and a sense of humour.

Discuss with the students why there would be similar qualities mentioned by three different people especially when one is an adult.

Part B

- Design a poster advertising for a best friend. In your poster include the qualities that you feel are important in a friend. Do the work on a 30 cm × 50 cm sheet of paper.

The poster should include some of the qualities that were mentioned in Part A, such as honesty, trustworthiness, friendliness, sincerity, acceptance, caring, understanding, loyalty, sharing, and a sense of humour. Look for creativity.

Do either Part C or Part D.

Part C

3. Visualize yourself as being part of a large group of friends. Two friends in the group are having an argument because they both want to date the same person. This argument is splitting the group into two parts. What can you do to help solve the argument and bring the group back together? Answer this question in four or five complete sentences.

You may bring the two friends together and try to have them discuss the problem. This may give each of them a better understanding of what is happening to them and the group. If the two friends resolve their problem, the group will most likely become cohesive again.

You may want to get a teacher, guidance counsellor, or another understanding adult involved. The adult may be able to work with the two friends without becoming emotionally involved.

Students' answers will vary. The preceding answer is to be used as a guide only.

Part D

4. By drawing or using pictures from magazines and newspapers, create a collage showing as many different kinds of groups as possible. For example, you might want to include pictures of sports teams, clubs, exercise classes, scout troops, surgical teams, and so on. Do this on a 30 cm × 50 cm sheet of paper.

Pictures may include groups such as sports teams, debate clubs, aerobics classes, cub or scout troops, and surgical teams. Other groups could include a television crew, girl guides, brownies, choirs, tourists, and so on.

Do either Part E or Part F.

Part E

5. Create a greeting card for someone with whom you would like to become friends. Think about why you would like to be friends and what qualities this new friend may have. Be creative in your design. (Use a blank sheet of paper for the card.)

Look for creativity and listed qualities or drawings which represent qualities that are important to friendships, such as honesty, loyalty, communication, listening, caring, reliability, or trustworthiness.

Part F

6. You and a friend have been best friends for a long time. You are not happy with the friendship and want to break it off. Write a short paragraph (five to eight sentences) explaining how you would do this.

Following are some examples of why students may want to break off a friendship. The methods may also vary. The best answers will indicate that the friends should sit down and talk over their concerns. They should be able to explain how they feel and why they feel the way they do. They may want to get an adult involved to help them work through this – possibly a teacher, guidance counsellor, parent or guardian.

- *The friend may be demanding all of the student's time and attention. This could be explained to the friend, and the student could indicate a desire to broaden their friendship circle.*
- *The two individuals' interests are changing and they seem to be drifting apart. It could be explained that they need to spend more time with others who share their personal interests.*

Teaching Suggestions

Discuss with the students why they chose the ways to break off the friendship that they did.

Do either Part G or Part H

Part G

7. Draw a cartoon based on something that has happened in your family with relation to your friends. If you wish, you may use the cartoon on page 73 of the textbook as an example.

Answers will vary greatly. To help students get an idea, there is a cartoon on page 73 of the textbook. Ideas such as talking on the phone, eating large amounts of food with a friend, or doing homework together can supply material for the students' cartoons.

Part H

8. Think about a conflict that you have had or are currently having with your parents or guardians over a friend. What was (is) the conflict? Why did it (has it) become a conflict? What was done (can be done) to solve the conflict?

Now that you have thought about these questions, write five to six sentences describing the conflict, and giving solutions for the conflict.

Answers to this question will vary greatly. You may want to take this opportunity to discuss the students' answers, and help them to examine their answers for logic.

Some of the solutions may come from page 73 in the textbook, but try to encourage students to think of original answers. Students may describe conflicts resulting from spending too much time on the phone, not doing chores at home because friends are over all the time, or never spending any time at home because they are out with friends.

Section 1 Assignment

1. For the assignment called “What’s in a Friend,” match each phrase with a word from the list. Use each word only once. You will not use all the words.

What’s in a Friend?

helpful	practical	honest	sensible
sincere	accepting	loyal	supportive
confident	thoughtful	realistic	serious
generous	happy	easygoing	organized
caring	dependable	sensitive	calm
respectful	adventurous	humorous	interesting

<u>sincere</u>	genuine, real, shows real feelings
<u>respectful</u>	shows consideration or honour for you as a person
<u>caring</u>	careful or considerate of others
<u>sensitive</u>	aware of another’s feelings, understands another person’s meanings and wishes
<u>generous</u>	unselfish, willing to share with others
<u>supportive</u>	gives strength or courage to you, backs or supports you
<u>loyal</u>	faithful to a person, a promise, or a duty as a friend
<u>helpful</u>	gives aid or assistance to a person
<u>honest</u>	fair, truthful, and open; tells it like it is without hiding personal true feelings
<u>dependable</u>	reliable, trustworthy
<u>humorous</u>	amusing, funny

<u>happy</u>	shows joy, gladness, and pleasure
<u>accepting</u>	receives you or takes you as you are
<u>thoughtful</u>	thinks about you, pays attention to you, is concerned about you
<u>easygoing</u>	takes things easily, does not worry a lot
<u>interesting</u>	not boring, catches your attention
<u>adventurous</u>	daring, bold, ready to take risks
<u>realistic</u>	sees things like they really are
<u>serious</u>	not joking too much, sober
<u>sensible</u>	shows good judgement, is aware of the consequences of an act

1

2. In a paragraph describe your best friend. Be sure to include the qualities that make this person your best friend. If you need help, try to answer the question “Why is this person my best friend?” Write your answer in the space provided on the response page.

Answers will vary but the friend could be described as being honest, sincere, trustworthy, happy, understanding, accepting, caring, sharing, and a good communicator. Watch for examples of these qualities.

¹ Adapted from Calgary Board of Education, *Family Life and Sex Education Program*, 1984, p. 7–2.

3. Read each of the following case studies. Then write about how you would handle each of the situations. Each of your answers must be in paragraph form with at least three or four sentences.

- a. Theo is your best friend. He had a pet dog, King. Theo raised King from a puppy and had him for three years. King and Theo were always together. Yesterday, King and Theo were crossing the highway. King ran onto the road and was hit by a car. He died in Theo's arms. How could you be a good friend and help Theo through this tragedy?

Answers will vary. The following answer offers some possible suggestions.

A good friend would listen to Theo, try to understand his feelings, and be sensitive to Theo's needs at this time. A good friend would listen and talk with Theo whenever possible. If Theo is having a very difficult time, the friend could suggest that they go to speak with a teacher, guidance counsellor, or another caring adult.

- b. Dominique and you have been having a difficult time in math. Neither of you has passed the last two tests. Report cards will come out soon, and both your parents and Dominique's parents will be upset. One day Dominique runs up to you and is very excited. She has a copy of the answers for the next math chapter exam. She plans to use them for the exam, and you decide to do the same. When the exams are handed back, you each get 90 percent. The teacher comments that you both must have worked very hard and congratulates you both. You start to feel very guilty. What would you do? Why would you do this?

Answers will vary, but following are some options:

- *Students may not do anything, and accept the test mark.*
- *Students may talk to the teacher and admit cheating, but not mention Dominique.*
- *Students may try to talk Dominique into going with them to the teacher and admitting that they cheated.*

The students' reasons for their choices will vary, but they should be logical.

- c. Marcia is your very best friend. Lately she has decided to tease Beth. Beth is overweight, and many other people tease her, but Marcia is the worst. Often Beth cries. You feel sorry for Beth. What would you do?

The students' answers may vary. The following answer offers some possible suggestions.

Talk with Marcia and try to convince her to stop teasing Beth. Ask her why she teases Beth, and explain to her that she is hurting Beth's feelings. Try also to become friends with Beth and give her encouragement.

- d. Eric and Kurt have been best friends for years – until now, that is! Eric made the volleyball team, and Kurt did not. Now Eric hangs around with the team and tries to act really cool. He even puts Kurt down in front of the whole team. Kurt and Eric still have many things in common. Kurt wants to remain being friends. If you were Kurt, what would you do?

Students' answers may vary, but might include some of the following ideas.

Talk with Eric. Kurt could explain how he feels about their friendship and how badly it makes him feel when Eric puts him down. Kurt could ask Eric why he is acting this way. Possibly, Kurt could ask Eric if he wants to remain best friends and talk about all the things they have in common. Kurt could show Eric that he still cares about their friendship.

4. In your own words write what each of the following skills means to a good friendship:
- a. Dependability: *Dependable friends are there when you need them.*
 - b. Listening Well: *A friend listens and tries to understand what someone is saying, then responds with care and sensitivity.*
 - c. Loyalty: *A loyal friend is faithful and supportive.*
 - d. Communicating Openly: *Open communication between friends means giving or exchanging ideas, values, and feelings in a trusting manner.*
 - e. Tolerance: *Tolerant friends accept and understand each other's point of view and put up with each other's imperfections.*
 - f. Effort: *To build a friendship you must first attempt to become acquainted with the person, next work at becoming friends, and then keep trying hard to maintain the friendship.*
 - g. Giving friends a chance: *Friends do not expect perfection in each other. They realize that everyone makes mistakes at times and needs understanding.*

The preceding answers are examples only. Look for similar responses from the students.

5. Knowing what you do about friends and their influences, visualize yourself as a parent, and describe the concerns you would have about your child's friends.

The following could be some of the concerns the students may list:

- *Friends may have different values.*
 - *Friends may influence the child to rebel against family values.*
 - *Friends may encourage the child to be in conflict with parents.*
 - *Friends may influence the child to be in conflict with the community by breaking the law.*
6. Visualizing yourself as a parent, how would you try to avoid conflicts over friends with your child?

Some examples of answers the students may list include the following:

- *Talk with your child about family values.*
- *Get to know your child's friends.*
- *Encourage your child to bring friends home.*
- *Get involved with your child (e.g., driving to sports events, coaching teams, etc.)*
- *Encourage your child to talk over any concerns with you. Be open, sensitive, and understanding.*

Section 2: Study Skills

Key Concepts

- **study and homework**

Section 2 is designed to help students learn more about study skills and how to improve their own study and work skills. The self-rating chart should be very beneficial in helping students find their strengths and weaknesses in the study process.

Section 2: Activity 1

1. List, in order of importance to you, the first eight in-school skills outlined in the text. The first skill you list will be the most important and so on. Write the skills down in your own words.

The skills are listed below. The students must have all eight skills listed but the order will be their own.

- *Put notes in a binder, and keep them organized.*
- *Take all materials that you need to class.*
- *Pay attention in class.*
- *When you realize you don't understand something, ask the teacher to explain it again.*
- *If you need more help than you get in the classroom, make an appointment for extra help with the teacher after school.*
- *Have a friend study with you.*
- *Use an assignment book, daytime planner, or agenda book.*
- *Use free time in school to catch up or review.*

Teaching Suggestions

Have the students discuss as a group what they feel is the most important study skill. Students should explain why they think particular skills are the most important. See if a consensus can be reached as to which skill is the most important.

2. The last seven skills outlined in the text will need to be developed in your own home. Pick out the skills you most need to improve, and then list them in order, ending with the skill that you least need to improve. Put these in your own words.

- *Do all your homework.*
- *Try to work in a place that has few distractions.*
- *Make a study schedule and stick to it.*
- *Review some subjects or notes each night.*
- *Keep a calendar where you work and study, and keep track of exams and assignments.*
- *Take breaks – possibly five minutes every half hour.*
- *Give yourself a reward when you finish studying.*

The order of these answers will vary for each student, but all seven must be listed.

Teaching Suggestions

This is a good time to discuss with your students the ways in which they can improve their study skills. You may, however, want to wait until they have done the next question.

3. Look at the blue box on page 63 of your textbook. Then give an example for each of the three methods of remembering.

Answers will vary. Following are some possibilities for answers:

- *Macbeth is a play you are studying. Imagine yourself as the lead character, Macbeth, who kills a number of people to become king.*
- *Canada's Confederation Date is 1867. Imagine the numbers as pink, fluorescent, 3-metre-high shapes.*
- *The textbook has an example, but students should try to make up one of their own. For example, to remember the order of units in the metric system (km, hm, dam, m, dm, cm, mm) you can make up a sentence like "King Henry died, Mary didn't care much."*

Teaching Suggestions

Have your students devise some of their own memory helps. These may include stories, sentences, or words that help them memorize things.

You may also want to have your students try visualizing a picture of what they want to remember. The more colourful, extravagant, and outstanding a picture is, the more easily it is remembered. For example, to remember some of the prime ministers of Canada the students could use visualizations such as the following:

A monk or abbot is talking to a king wearing a tartan. A sparrow is flying in circles above their heads.

In this visualization the abbot stands for Sir John Abbot. The king wearing the tartan is W. L. Mackenzie King. The sparrow represents Sir John Sparrow.

This example should give you an idea of how this technique can work. Try it with your students, and encourage them to use it wherever possible.

4. Look at the fourth paragraph under “Studying” on page 63 in your textbook. Then list three physical actions that will help you remember what you have studied.

The three physical actions that should be mentioned are

- *reading, seeing*
- *writing short notes*
- *speaking, reciting, saying things over to yourself*

5. Do you need to improve your study skills? Answer the following questions honestly, and rate yourself as explained in the instructions following the questions.

Students' responses will vary.

Self-Rating Chart for Study Skills

	Most of the Time	Some of the Time	Hardly Ever
• I write out a schedule of my study time.	_____	_____	_____
• I follow the schedule I've written out.	_____	_____	_____
• I study in a place that's quiet and free of distractions.	_____	_____	_____
• If I come across a word I don't understand, I look it up.	_____	_____	_____
• I write down each day's assignments.	_____	_____	_____
• I do nightly review, looking at the last lesson before starting the next.	_____	_____	_____
• I get right to work without wasting a lot of time.	_____	_____	_____
• I sit comfortably in a well-lit location.	_____	_____	_____
• If I don't understand something, I ask the teacher for assistance.	_____	_____	_____
• I keep my mind on my work, trying not to daydream.	_____	_____	_____
• I stick with each task until it is completed.	_____	_____	_____
• I finish all my assignments.	_____	_____	_____
• If something is difficult for me, I read it over a second time.	_____	_____	_____
• I sometimes work with a friend to ask and answer questions.	_____	_____	_____
• I have learned a specific study skill or technique.	_____	_____	_____

Scoring: Give yourself 5 points for each check mark in the left-hand column, 3 points for each one in the middle column, and 0 points for any in the right-hand column.

60 – 75 points: You are giving yourself an edge at school.

35 – 60 points: You have some good ideas, but a way to go yet!

Less than 35: Uh-oh! No matter what your marks are, they're not close to what they could be!

¹ "Self-Rating Chart for Study Skills," adapted from *Junior High Teacher Resource Manual, Health and Personal Living Skills*, Alberta Education Curriculum, 1987, p. 54.

6. Now you can answer the question “Do you need to improve your study skills?” Explain your answer.

Answers will vary. Students should tell which skills they need to improve and explain why.

Teaching Suggestions

Use this activity to help students rate themselves so that they can see the areas in which they need to improve, or recognize that they already have good study techniques.

Once this activity is done, use it to have students develop a plan for themselves. Then check the plan over with them or have them discuss their plans in a small group. Some questions to discuss are:

- Is this plan realistic for you?
- How many hours can you study each evening?
- What commitments do you have outside of school?

Section 2: Activity 2

Keeping in mind both the SQ3R method of studying and your present personal study habits, which steps do you feel you are not following, but should be, in order to improve your study efficiency?

Students can identify any number of the five steps – survey, question, read, recall, and review. You may find that some students are already following the SQ3R steps to read and study.

Teaching Suggestions

The SQ3R method of reading and studying is an excellent method for students to use. Encourage students to practise the SQ3R method as much as possible.

When the students have identified the steps they feel they need to improve, perhaps you could discuss those particular steps with them. You can stress the importance of each of these steps for effective studying and reading.

Section 2: Follow-Up Activities

Extra Help

Refer back to your notes in Activity 1, and read the section called “Setting Up Shop.” Study the diagram of the suggested study area. Draw a diagram of your study area at home, and list the things you could do to improve it.

Answers will vary. Use the “Setting Up Shop” diagram as a guide. Once the students have drawn their study areas, they must compare them to the “Setting Up Shop” diagram, and list the things they could do to improve their own study areas. For example, perhaps they need to keep calendars on or near their desks for long-term planning or have all materials (pen, pencils, paper) close at hand.

Enrichment

Do either Part A or Part B

Part A

1. Refer back to your notes in Activity 1, and read the section called “Make a Weekly Plan.” Think about how you use your time during a week, and fill in the following “Weekly Timetable.” Make sure that you record what you usually do in a typical week. Keep a list of what you must do each day, and cross off each task as you complete it. Set deadlines to help you complete your work.

Sample Weekly Timetable

Begin when you usually wake up.



Write in every hour.



End when you usually go to bed.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8:00 Wake up						
9:00 School						
10:00 School						
11:00 School						
12:00 Lunch						
1:00 School						
2:00 School						
3:00 School						
4:00 Basketball						
5:00 Music						
6:00 Supper						
7:00 Homework						
8:00 Watch TV						
9:00 Read						
10:00 Sleep						

Students' charts will vary, but they should use the example chart as a guide.

Part B

2. Refer back to your notes in Activity 1, and read the section called “Make a Monthly Plan.” Then make your own monthly plan. Be sure to use the following five “helps” for making your plan.

- Block off the days you know you will not be able to study at all.
- Count the days you have available between the time you begin the course and the time you want to write the test.
- Don’t forget to leave time for review.
- Count the number of sections or modules you must complete within this time.
- Estimate how many days you have to complete each section and each module.

Sample Monthly Timetable*September*

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
					1	2
3	4	5	6	7	8	9
10	11 <i>science quiz</i>	12	13	14	15	16
17	18	19	20	21	22 <i>social studies report due</i>	23
24	25	26	27 <i>math exam</i>	28	29	30
Total Work Days Available for Study						<input type="text"/>
Goal:						

The preceding chart is a sample to use with students. A good way to approach this exercise is to take the students' calendars and sit down to plan the first two months together. This will help the students develop a clear picture of what they are expected to do.

Teaching Suggestions

You may want to have all the students make weekly plans to help them become more organized. Give students each a copy of a calendar month, and have them fill it in with special activity dates, exams, assignments, and study times.

With Grade 7 students you may also try to incorporate the use of an assignment book or daily planner. Teach them its value, and then have them make booklets that fit in the front of their binders. Each booklet would have the days of the month and space for the student to record assignments, exams, and other activities. One booklet could be made for each month.

Section 2 Assignment

1. In Section 2 of this module, you learned what the SQ3R method is. Fill in the blanks with the words that are represented by the letters.

S – survey

Q – question

R – read

R – recall

R – review

2. List five skills that you could work on in school to improve your effort at studying.

Any of the following eight skills can be listed or the students could come up with their own ideas.

- *Bring all materials to class.*
- *Pay attention.*
- *Keep notes organized in a binder.*
- *Ask for additional explanations if you do not understand.*
- *Ask for extra help after school if you do not understand.*
- *Use free time to review or catch up.*
- *Use a notebook, daily planner, agenda, or assignment book.*
- *Study with a friend.*

3. List five skills that you could work on at home to improve your work and studying efforts.

Any of the following seven skills can be listed, or the students could come up with their own ideas.

- *Do all homework.*
- *Work in a fairly quiet place with few distractions.*
- *Use a study schedule.*
- *Review a subject each evening.*
- *Place a calendar near or on your study area to make notes of exams and assignments.*
- *Take five-minute breaks.*
- *Reward yourself as you complete each task.*

4. Your friend, Sonja, never has her homework completed. She only hands in what she gets done in class and, therefore, receives marks that are very low.

What can you do to help Sonja improve her study skills? Write your answers in complete sentences, and make at least three recommendations to help Sonja.

Answers will vary, but following are three examples:

- *You could help Sonja set up an assignment book in which she would record each assignment.*
- *You could ask Sonja to come over to your house to work together on homework. By doing this you may be able to encourage Sonja to do her homework as you do yours.*
- *You could help Sonja set up a study area in her home. This may make studying more attractive to her.*

5. Write two methods of improving your memorization skills. Write your answers in complete sentences.

- *Visualize numbers or dates in big bright colours.*
- *Visualize yourself as the lead character in the information or book you are trying to remember.*
- *Remember things by associating them with things you know (e.g., HOMES stands for the Great Lakes – Huron, Ontario, Michigan, Erie, and Superior.) Student answers will vary, but should be similar to the three listed.*

Special School Section

The curriculum has a section called *School* in Theme II – *Relating to Others*. This has not been covered in the student module booklet because many of the students do not attend schools.

But to help you, the teacher, we have included a section in this booklet on strategies for teaching about school.

Sub-concepts

- School is a place to learn.
- Rules are needed.
- Behaviour and personal responsibility are important.
- A variety of people in the school and community are available to students.
- It is important for students to know the rules and location of student services personnel.
- Students should be made aware of how to get access to student services.

The textbook has a chapter entitled “School,” (chapter 6) on pages 57 to 64. This may help you get some ideas about how to teach this module.

School – Why?

To begin, you may have students brainstorm the question, “Why do people go to school?” Students should come up with answers such as the following:

- School is a place to learn new skills, information, and ideas.
- School is a good place to get lots of information in a concentrated form.
- School offers mental challenges, such as learning to read and solve problems.
- School provides many social opportunities and is a place where you can practise manners, behaviours, and other social skills.

Students may need some guidance to arrive at these answers. Often Grade 7 students come into a new school for junior high. The goal is to make them feel as comfortable as possible.

Timetables

Review the students’ timetables with them. Explain why they have a timetable and why, in larger schools, they have so many teachers. This can be confusing for Grade 7 students. They may be used to having only a few teachers. Let students have a question time – possibly twenty minutes – during which they can ask questions about the school and have you answer their questions. If the students are very shy or nervous about asking questions, you may want to set up a question box in which students can deposit questions anonymously.

Rules

Look at reasons for having rules in general. You can have the students consider the rules in a sport, for example. Why have rules? Why are rules important in a school setting? Focus on these areas: school rules, group (class) rules, teacher rules, and rules for each individual.

Behaviour

The expectations of the students regarding behaviour has changed . Since they are older, there is the expectation that they will become more responsible for their own actions. This is a good opportunity to invite the administrator of the school to your classroom to discuss discipline. The administrator could explain to the students some of the expectations and rules. Again, encourage the students to ask questions.

It is important to stress to the students reasons for the variety of different teachers that they have. In this way, you can bring out the idea that expectations for the students may be different in each class, and that the students must adapt to these different expectations.

People Available to Students

Be sure to mention all the people in your school and community with whom students may come in contact. Where possible, you should bring some of these people into your classroom and have them speak to the students about what they do in the school or community. For example, you could speak about administrators, counsellors, learning assistance teachers, subject teachers, nurses, librarians, caretakers, members of the clergy, police, and other community resource people.

If you cannot have the people come to your class, then be sure to inform the students about who they are and the types of things these people can help the students with.

Roles and Location of Student Services Personnel

This is a continuation of the previous section and concentrates on school personnel only. Some of these, in particular the administrators, counsellor, learning assistance teacher, and librarian, should come to your class and speak to the students about what they do in the school and how the students may meet with them, etc. Be sure to inform students of the functions of all school personnel. This will make students feel more comfortable in the school. Also, talk with students about the methods and times to make appointments with the school personnel. Remember, that many of the younger students feel very intimidated in a new and/or different school setting.

You may also want to use the following activities to help your students become more familiar and comfortable with their school.

Teaching Suggestions


- Take your students on a tour of the school. During the tour, visit the principal and assistant principal, the secretary, the caretaker, the librarian, the nurse's room or medical room, the lunch room, the counsellor's office, and the learning assistance teacher's room. Explain the roles of each of these people and encourage students to ask questions while on the tour.

Make sure that you show the students various specific areas, such as the gymnasium, band room, art room, industrial arts shop, home economics room, library, and so on.

Also point out house league bulletin boards, trophies, display areas, and the student council room, if applicable. Explain to students about any off-limit areas and the reason why students cannot go into these areas.

- Students could now draw a map of the school, locating all the areas visited and placing teachers in their correct classrooms. (This could also be made into a matching question activity.)
- Explore and discuss the ways junior high differs from elementary school.
- If you have a student council in your school, have one of its members speak to the class about the school and the many ways students can become involved and, therefore, feel a part of their new school.
- In the textbook there are blue boxes in some of the margins. These boxes contain a variety of good questions to use as assignments or as group work projects.

This booklet cannot be purchased separately; the
Learning Facilitator's Manual is available
only as a complete set.

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